

Analyzing the Technology-based Competencies of Technical and Vocational Education Instructors and Trainers

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Abstract

This study explores the technology-based competencies of TVET teachers and trainers. This study addresses a significant research gap by identifying technology-based competencies of TVET teachers and trainers in rapidly changing educational environments. A systematic literature review technique organized by CRAAP criteria was used in this study. Articles from reputable journals in the databases such as Scopus Direct, ERIC, Science, Google Scholar, Springer, published between 2000 and 2024 were reviewed. A thorough search technique including specific keywords resulted in 70 articles, of which 36 were selected following careful screening based on inclusion and exclusion criteria. This analysis highlights cognitive and motivational competencies as central to integrating technology-based competencies of TVET teachers and trainers in the field of TVET. This study provides a comprehensive synthesis of the impact of cognitive and motivational competencies in TVET and addresses an important gap in the existing literature. It provides practical insights for policymakers and practitioners to adopt educational strategies that align educational outcomes with industry demands and ensure organizational competitiveness and relevance.

Keywords: technology-based competencies, systematic literature review, technical and vocational education instructors and trainers

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